



Pupil premium strategy statement

St. Hild's Church of England School 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. Hild's Church of England School
Number of pupils in school	690
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 (2021-23)
Date this statement was published	December 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs T Gibson
Pupil premium lead	Mrs T Gibson
Governor / Trustee lead	Mrs S Stock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£395,970
Recovery premium funding allocation this academic year	£110,952
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£506,922

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in core subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching and a focus on developing good behaviour for learning are at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

St Hild's Church of England School is committed to closing the progress, attainment and wellbeing gaps for our pupil premium pupils. Our school governors and all members of staff are responsible for 'disadvantaged' children and are committed to meeting their academic, pastoral, social and well-being needs. We work towards reducing and, where possible, removing any barriers to learning.

St Hild's Church of England School elects to follow the **EEF Guide to the Pupil Premium** which aims to support schools in spending their Pupil Premium to maximise the benefit for their pupils. Teaching is prioritised, including professional development, training and support for early career teachers and recruitment and retention.

Targeted support for struggling pupils is also a key component of our Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

In our approach to Pupil Premium spending, we consider the importance of evidence-based strategies to support all disadvantaged pupils, including the middle and high attainers. It also utilises research and investigation into inspiring schools, who have used their Pupil Premium to transform outcomes for disadvantaged pupils.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
Academic barriers	
1	<p>Poor attendance which contributes to poor progress and therefore attainment, leading to a lack of ambition</p> <p>Our attendance data over the last 2 years year indicates that attendance among disadvantaged pupils has been between 9.3% (2020-21) and 7.4% (2021-22) lower than for non-disadvantaged pupils. 46.8% of disadvantaged pupils have been 'persistently absent' compared to 21.3% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>The achievement gaps between disadvantaged and non-disadvantaged pupils on entry due to weak literacy, weak numeracy and poor communication skills.</p> <p>Assessments on entry to Year 7 in the last 3 years indicate that between 25 - 38% of our disadvantaged pupils arrive below age-related expectations compared to between 8 - 25% of their peers, in the same period. Subsequent internal and external assessments show that this gap widens by an average of around 27% during pupils' time at our school.</p> <p>Reading age assessments show that there is a significant gap between disadvantaged pupils and their peers on entry to St Hild's at Year 7. Currently, around 34% of Pupil Premium children have lower than expected reading ability.</p>
3	<p>Assessments, observations and internal welfare data highlights that pupils, particularly in Years 9-10, continue to struggle with the ability to independently regulate their emotions which impacts upon their behaviour for learning. This is partly due to the impact of school closures disrupting the learning of our pupils.</p>

4	<p>Lack of aspiration is leading to poor behaviour for learning and an inability to self-regulate their emotions which impacts upon their resilience to become independent learners; this in turn can then affect appropriate post-16 progression.</p> <p>Although NEET figures are very low, destination data shows a significant proportion of middle and high ability disadvantaged pupils do not progress to post-16 provision at the appropriate level.</p>
5	<p>Material deprivation which can impact upon home learning and independent study.</p> <p><i>Over 50% of pupils did not have the means to access home learning during lockdown. This is still an ongoing issue for pupils coming into the school in Year 7 and in-year transfer. Maintaining access is also an issue for many families.</i></p>
Additional barriers	
6	<p>Material deprivation which can impact parental engagement; this can affect cultural opportunities for pupils and is often linked to social and emotional barriers.</p> <p>Attendance data from Parents' Evening and other school events shows a worrying lack of parental engagement. Analysis of participation in school trips and visits pre-covid, shows disadvantaged pupils do not readily come forward to attend.</p>
7	<p>Increasing levels of mental health issues.</p> <p>Vulnerable pupil database has shown a slight decrease on previous years (a decrease from last year of 23-21%). 90% of vulnerable pupils are disadvantaged pupils. There has been a 15% increase in 'Operation Encompass' referrals and a 10% increase in 'Early Help' referrals.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils, with a focus on reducing persistent absence	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <p>the overall absence rate for all pupils being in line with regional and then national averages (or better), and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</p> <p>the percentage of all pupils who are persistently absent being in line with</p>

	<p>regional and then national averages (or better) and the figure among disadvantaged pupils being in line with their peers.</p>
<p>Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on core subjects.</p>	<p>Achieve top quartile for progress made by disadvantaged pupils amongst similar schools (or all schools) by the end of the plan in 2024/25</p> <p>Achieve national average for attainment for all pupils</p> <p>Achieve average English and maths 5+ scores for similar schools</p> <p>Improve the number of PP pupils taking Ebacc</p> <p>Disadvantaged pupils progress to the appropriate level of post-16 provision</p> <p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
<p>Improved metacognition and self-regulatory skills and engagement in learning leading to more disadvantaged pupils progressing to appropriate post-16 provision</p>	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p> <p>Pupil surveys show all pupils understand their possible career pathways and are actively engaged in mapping out their future</p> <p>Destination data shows no NEETs and pupils progressing to appropriate levels post-16 and beyond.</p>
<p>All pupils, particularly those who are disadvantaged, engage in independent learning</p>	<p>Improved outcomes at KS4 for all pupils, particularly those who are disadvantaged.</p> <p>Internal data for home learning shows engagement from all pupils, particularly those who are disadvantaged.</p> <p>Pupil survey shows an increasing number of pupils value the opportunities given to learn independently.</p>

<p>Parents and carers are more engaged with the life of the school and therefore their child's education.</p> <p>All pupils, particularly those who are disadvantaged engage in enrichment activities.</p>	<p>All pupils have access to a curriculum which is rich in cultural capital.</p> <p>There is a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p> <p>Data from attendance to events such as parents' evenings, pupil and parents' surveys.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <p>qualitative data from pupil voice, pupil and parent surveys and teacher observations</p> <p>reduction in the number of pupils and families requiring referral to services</p> <p>improved attendance to school</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £251,433

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Securing high quality classroom teaching focusing on staff development and the implementation of lesson delivery through a programme of CPD, mentoring and coaching</p>	<p>John Hattie – Climate and Culture</p> <p>Our lesson delivery is rooted in: Rosenshine’s Principles EEF research on high-quality teaching Teaching and Learning Toolkit</p> <ul style="list-style-type: none"> • Understanding and content • Activating the hard thinking <p>Teacher Feedback to Improve Pupil Learning EEF</p> <p>The EEF guidance on ‘Effective Professional Development’ - i.e. what are the essential elements that make mentoring or coaching more likely to be effective</p>	<p>1, 2, 4, 5</p>
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing training and support and release time.</p>	<p>Teaching self-regulation and metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>EEF research on high-quality teaching Teaching and Learning Toolkit</p> <ul style="list-style-type: none"> • Creating a supportive environment • Promoting learner confidence <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>

	<p>EEF - effective use of LSAs</p> <p>Working with Parents to Support Children's Learning</p>	
<p>Enhancement of our teaching and curriculum planning in all subjects in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Hub resources and CPD offers including NPQs, Outstanding Teacher programmes and Creative Teacher programmes</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>To teach well, teachers need to assess pupils' prior knowledge and understanding effectively and build upon these to teach problem solving strategies, and help pupils to develop more complex mental models through the model for Teaching and Learning Research Teacher toolkit review: 4 Dimensions - <i>Understanding content, creating a supportive environment, maximising opportunity to learn, activating hard thinking.</i></p>	2, 3
<p>Development of strong literacy skills and disciplinary literacy in all subjects</p>	<p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p><i>Developing a literacy strategy in liaison with Words for All</i></p>	2, 4

<p>Purchase of standardised diagnostic (e.g. CAT) assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>2, 5</p>
--	--	-------------

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £32,674

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Catch-up interventions (RWI, IDL, AR, Phonics)</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 4</p>
<p>Engaging with the Tutoring Programmes to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 4</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £222,815

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Relationships and communication</p> <p>Improved communications with parents / carers around attendance. Texting & free phone number/ working with LA / Clennell Solutions</p> <p>Staff training and release time to further develop and implement new procedures, including Tutor mentoring and restorative practices.</p> <p>Vulnerable Learner Lead and new Attendance Team will support attendance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Making use of the EEF guidance on parental engagement.</p> <p>Working with Parents to Support Children's Learning</p> <p>Parental Engagement</p> <p>EEF research in the US found that texting information to parents about children's attendance was successful in increasing their attainment.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Support for inclusion and aspiration (educational psychologist/ Alliance/ Careers adviser/ revision support/ Vulnerable Learner Lead</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EEF - effective use of LSAs</p>	<p>1, 3, 4, 6, 7</p>

	<p>EEF Careers Education</p> <p>Social and emotional learning EEF</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	
<p>Focus on pupil enrichment and engaging in clubs and community offer</p> <p>Appointment of Personal Development Lead</p> <p>Development of the St Hild's Offer</p>	<p>The evidence from the EEF indicates that sports and arts participation can have a positive, impacts on attainment, including in other areas of the curriculum.</p> <p>These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.</p> <ul style="list-style-type: none"> • The EEF Toolkit has a strand on Arts participation 	1, 4, 6, 7
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £506,922

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Overall attendance in 2021/22 among disadvantaged pupils has fallen from 9.3% higher than their peers to 7.4% and persistent absence has fallen from 52% to 47%. These gaps are improving, though percentage of absence is still high and therefore needs to be a continued focus.

2022 GCSE data evidenced that our Pupil Premium cohort had an average gap in their progress of 0.85 of a grade with non-pupil premium pupils. This represents an increase in the gap since 2019. Non-pupil premium pupils performed better in the 2022 exams

We continued to use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We continue to build upon that approach in our new plan.

**Progress data for cohort is from centre assessed grades which have been externally standardised*

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Tutoring Humanities/English & maths	NTP & privately sourced contract
Careers programme	One Vision – Tees Valley

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	

What was the impact of that spending on service pupil premium eligible pupils?	
--	--

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions), how the curriculum will be delivered, and what is expected of them.
- utilising support from Alliance and the Educational Psychology team along with our local behaviour hub, plus funding for CPD on restorative conversations and de-escalation, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g. Art Club, Performing Arts Club, Sports, The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated actions from previous years to try and identify why they had not had the degree of impact that we had expected, taking covid out of the equation.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with pupil and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We have also worked closely with a successful school in similar circumstances to identify what strategies have had a positive impact. A number of studies about the impact of the pandemic on disadvantaged pupils have been considered in the development of this plan.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

Our School Review processes will help evaluate the plan for the duration of our three-year approach, and we will adjust our plan over time to secure better outcomes for pupils.